

Landrum Junior High

104 Redland Rd
Landrum, SC 29356

Grades	7-8 Middle School	
Enrollment	181 Students	
Principal	John M. Hodge	864-457-2629
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	C. Hugh Burnett	864-472-2846

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	27	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

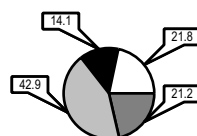
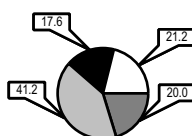
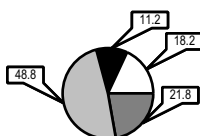
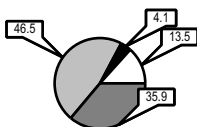
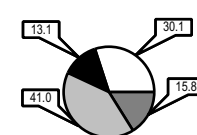
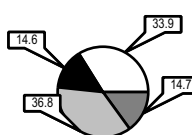
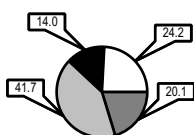
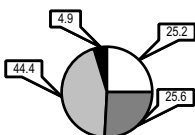
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	177	99.4	13.0	46.7	36.1	4.1	49.7	Yes	Yes
Gender									
Male	105	99.1	18.4	53.1	24.5	4.1	35.7		
Female	72	100.0	5.6	38.0	52.1	4.2	69.0		
Racial/Ethnic Group									
White	152	100.0	12.2	45.6	38.1	4.1	53.1	Yes	Yes
African American	17	94.1	26.7	46.7	20.0	6.7	26.7	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	100.0	6.6	47.4	40.9	5.1	56.9		
Disabled	34	97.1	40.6	43.8	15.6	0.0	18.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	177	99.4	13.0	46.7	36.1	4.1	49.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	176	99.4	13.0	46.7	36.1	4.1	49.7		
Socio-Economic Status									
Subsidized meals	91	98.9	17.2	55.2	26.4	1.1	37.9	No	Yes
Full-pay meals	86	100.0	8.5	37.8	46.3	7.3	62.2		

Mathematics – State Performance Objective = 36.7%									
All Students	177	100.0	18.2	48.8	21.8	11.2	48.8	Yes	Yes
Gender									
Male	105	100.0	19.2	52.5	18.2	10.1	42.4		
Female	72	100.0	16.9	43.7	26.8	12.7	57.7		
Racial/Ethnic Group									
White	152	100.0	15.6	50.3	23.1	10.9	51.0	Yes	Yes
African American	17	100.0	37.5	37.5	18.8	6.3	31.3	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	143	100.0	12.4	49.6	24.8	13.1	56.2		
Disabled	34	100.0	42.4	45.5	9.1	3.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	177	100.0	18.2	48.8	21.8	11.2	48.8		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	176	100.0	18.2	48.8	21.8	11.2	48.8		
Socio-Economic Status									
Subsidized meals	91	100.0	26.1	50.0	21.6	2.3	39.8	Yes	Yes
Full-pay meals	86	100.0	9.8	47.6	22.0	20.7	58.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	177	100.0	21.2	41.2	20.0	17.6	37.6
Gender							
Male	105	100.0	24.2	37.4	21.2	17.2	38.4
Female	72	100.0	16.9	46.5	18.3	18.3	36.6
Racial/Ethnic Group							
White	152	100.0	17.0	44.2	21.1	17.7	38.8
African American	17	100.0	50.0	18.8	18.8	12.5	31.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	143	100.0	15.3	42.3	21.2	21.2	42.3
Disabled	34	100.0	45.5	36.4	15.2	3.0	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	177	100.0	21.2	41.2	20.0	17.6	37.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	176	100.0	21.2	41.2	20.0	17.6	37.6
Socio-Economic Status							
Subsidized meals	91	100.0	31.8	43.2	17.0	8.0	25.0
Full-pay meals	86	100.0	9.8	39.0	23.2	28.0	51.2

Social Studies							
All Students	177	100.0	21.8	42.9	21.2	14.1	35.3
Gender							
Male	105	100.0	23.2	40.4	21.2	15.2	36.4
Female	72	100.0	19.7	46.5	21.1	12.7	33.8
Racial/Ethnic Group							
White	152	100.0	16.3	47.6	21.8	14.3	36.1
African American	17	100.0	62.5	12.5	12.5	12.5	25.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	143	100.0	14.6	44.5	24.8	16.1	40.9
Disabled	34	100.0	51.5	36.4	6.1	6.1	12.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	177	100.0	21.8	42.9	21.2	14.1	35.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	176	100.0	21.8	42.9	21.2	14.1	35.3
Socio-Economic Status							
Subsidized meals	91	100.0	28.4	48.9	14.8	8.0	22.7
Full-pay meals	86	100.0	14.6	36.6	28.0	20.7	48.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	93	98.9	20.7	43.5	33.7	2.2	35.9
	8	91	98.9	19.1	53.9	21.3	5.6	27.0
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	9.0	48.7	39.7	2.6	42.3
	8	95	99.0	15.6	45.6	33.3	5.6	38.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	93	100.0	23.7	43.0	22.6	10.8	33.3
	8	91	100.0	27.8	42.2	21.1	8.9	30.0
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	17.9	43.6	20.5	17.9	38.5
	8	95	100.0	17.8	53.3	23.3	5.6	28.9
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	21.8	37.2	24.4	16.7	41.0
	8	95	100.0	20.0	44.4	16.7	18.9	35.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	82	100.0	17.9	34.6	25.6	21.8	47.4
	8	95	100.0	23.3	51.1	17.8	7.8	25.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 181)				
Students enrolled in high school credit courses (grades 7 & 8)	17.1%	Up from 10.9%	20.1%	15.5%
Retention rate	0.6%	Up from 0.5%	2.6%	3.0%
Attendance rate	96.1%	Up from 95.6%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Up from 5.0%	3.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Down from 3.8%	3.6%	4.6%
Eligible for gifted and talented	26.6%	Up from 25.0%	22.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.6%	Up from 17.4%	13.9%	13.6%
Older than usual for grade	0.6%	Down from 1.0%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	38.5%	Up from 30.8%	53.2%	51.8%
Continuing contract teachers	84.6%	Up from 76.9%	80.9%	78.1%
Highly qualified teachers	91.7%	Up from 80.0%	90.3%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	5.0%	6.0%
Teachers returning from previous year	93.3%	Up from 80.0%	87.8%	85.4%
Teacher attendance rate	96.6%	Up from 94.5%	95.1%	94.9%
Average teacher salary	\$39,645	Up 5.7%	\$42,015	\$41,328
Prof. development days/teacher	14.6 days	Up from 10.1 days	11.8 days	11.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	3.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.5 to 1	22.2 to 1	21.3 to 1
Prime instructional time	91.2%	Up from 88.8%	89.6%	89.3%
Dollars spent per pupil*	\$5,935	Down 1.3%	\$5,745	\$6,022
Percent of expenditures for teacher salaries*	66.5%	Up from 65.1%	62.9%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	95.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Landrum Junior High School is very proud of the achievements of our faculty and students. Due to our joint efforts, we were able to reach and maintain some significant accomplishments. LJHS met AYP (Annual Yearly Progress) goals for two consecutive years. Eleven students were recognized as SC Junior Scholars; four students were recognized as State Honorees in the Duke TIP program; three students had literary works published in Maggie's Drawers, an anthology published by the University of South Carolina-Upstate. Three faculty members traveled to Minnesota to participate in the National Middle School Conference, which was funded by a grant (\$2,800) through the Polk County Foundation.

The Polk County Foundation funded a grant for the Handz on Artz Program (\$14,000) to be shared by four area middle schools. This grant allowed our school the opportunity to participate as follows: The student body was invited to experience three musical performances at the Tryon Fine Arts Center. LJHS also performed six programs at the Center to include, three drama performances - "Hansel and Gretel," "The Diary of Anne Frank" and "The Wizard of Oz", and three performing arts programs in the areas of strings, band and chorus. In March, LJHS also participated in the Handz on Artz orientation for rising seventh graders. Students from O.P. Earle Elementary and three schools from Polk County were in attendance. Our students performed monologues, tableaux, and poetry alive. LJHS artwork was also exhibited.

The Guidance Department implemented two new programs, Cardinal Clubhouse and Late Start, both of which allowed students to interact with members of the community. Cardinal Clubhouse was a program that allowed teachers to share their hobbies and interests with the student body. Hobbies demonstrated included, but were not limited to, the following: Tae Kwon Do, cake design, fishing, hammock weaving, copper tooling, and scrapbook design. The Late Start Program was designed to allow teachers the opportunity during the school day to meet with each other and learn together via the sharing of strategies in an effort to enhance their teaching. During this time, the students listened to guest speakers that included: US Customs Agents, firefighters, soldiers involved in Operation Enduring Freedom, Spartanburg County Sheriff's Department undercover group, and students who were participating in the international student exchange program. Cardinal Clubhouse and Late Start Programs were held once a month for an hour each.

Areas of special emphasis this year continue to be increased parental and community involvement via our School Improvement Council and PTSO Meetings, as well as our continuing effort to implement our school's SACS goals. Landrum Junior High School's SACS goals have been identified as: Communication Skills, Thinking and Reasoning Skills, Problem Solving Skills, and Personal and Social Responsibility. It is our commitment to incorporate and revise these goals for the success of our students.

John M. Hodge
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	14	84	33
Percent satisfied with learning environment	85.7%	85.5%	71.9%
Percent satisfied with social and physical environment	85.7%	85.5%	66.7%
Percent satisfied with school-home relations	92.9%	85.2%	66.7%

*Only students at the highest middle school grade level at this school and their parents were included.